



Redeployment Scenarios

Scenario A: Placement through reassignment

Employee (Julie's) Background:

Julie has been an employee with SFA for 10 years. She's a GS-13 within Financial Partners. Since joining SFA, she's focused on contract management and she's currently working on the FFEL contract. However, as soon as the new FMS is implemented, FFEL will become obsolete and Julie's position will be eliminated and the contract cancelled.

Identify organization and jobs impacted by transformation and prepare to notify impacted employees.	Once the organizational impacts of the FMS initiative become known, the redeployment team works with the GM, John Reeves, to provide him with scripts and coaching to deliver the following key messages to Julie and her team, all of whom have been impacted by the initiative.
Employee Notification This step is carefully orchestrated to ensure that employees get answers and assistance quickly following notification of displacement. GM first meets with impacted team. Closely following this meeting, he then meets with the entire channel to explain impacts and deliver key messages. (Second meeting not included in scenario.)	<p>John meets with the team and explains the business needs driving the change and recognizes how these changes impact his employees. However, he also points out the mission of the organization and its conflict with the status quo.</p> <p>He reinforces the key principles of the organization and SFA's commitment to keeping employees whole.</p> <p><i>"Despite the coming organizational changes, you are a valuable resource to SFA and we are committed to making sure you have a meaningful career. We have put into place a Career Education Center to help each of you understand your career options and facilitate your career decisions. The Center's purpose is to help you find the career options that are best for you. As you explore your options, all employees will remain whole. There will be no RIFs."</i></p> <p>John then explains the next step for impacted employees:</p> <p><i>"Your next step is to meet one-on-one with your supervisor and HR to better understand how this change impacts each of you, to get answers to questions, and to get more information on the Career Education Center. Your supervisor is here today to schedule meetings with each of you. These meetings will occur over the next two days to provide you immediate answers to questions."</i></p> <p>[John then meets with the entire channel to discuss the changes and impacts to all employees within the channel.]</p>
One-on-one meetings occur	Julie's meeting with her supervisor and HR is scheduled for the next



<p>between supervisor and impacted employees. (HR representative is present for ALL meetings.)</p> <p>This meeting serves several purposes:</p> <ol style="list-style-type: none"> 1. Formal notification of displacement 2. Informational meeting to answer questions 3. Also provides emotional support by allowing employees to express their fears and concerns. 	<p>day.</p> <p>Prior to the meeting, HR has provided a Notification Letter to Julie's supervisor. During this meeting, her supervisor and HR deliver the letter to Julie and explain its contents (that her position is being eliminated as a result of the FMS implementation).</p> <p>Julie's supervisor and HR reaffirm the message that Julie is a valuable resource and that she will retain her current grade and title until she makes a career decision that is best for her.</p> <p>They acknowledge that she's likely to be feeling confusion and perhaps fear, but tell her that she will have several career options to consider. They explain that the Center will help her find a new assignment inside or outside the organization, assist her with skill development, or help her with alternative options such as retirement planning.</p> <p>Her supervisor explains Julie's next step:</p> <p><i>"Julie, the next step in this process is for you to schedule a meeting with your career counselor at the Career Education Center. The responsibility for scheduling this meeting is up to you, but I want you to follow up with me and tell me when you've got the meeting scheduled. Here's the number you can call to schedule the meeting."</i></p>
<p>Career Education occurs to provide the following services:</p> <ul style="list-style-type: none"> - Emotional support to employees - Career counseling - Resume preparation - Interviewing skills - Retirement planning - Outplacement assistance - Skills development <p>Counselor also describes new skills required by SFA and the roles that the organization will need in the future.</p>	<p>Julie hesitates to schedule the meeting with the Center. When her supervisor doesn't hear from her by the end of the week, she follows up with Julie to make sure that she makes an appointment. With encouragement, Julie schedules the meeting.</p> <p>During Julie's first meeting with her career counselor, she gets an overview of services that the Center provides as well as an explanation of each her options:</p> <ol style="list-style-type: none"> 1. Redeployment to another position with SFA 2. Skill development (via training classes, self study or details to other agencies) 3. Higher Education 4. Retirement 5. Special projects 6. Outplacement to another agency or private sector <p>Julie immediately eliminates the options that are not right for her. For instance, she's too young to consider retirement.</p> <p>As part of this meeting, Julie's career counselor also explains the new</p>



	skills that will be required by SFA and the job opportunities that will be available as a result of the new requirements.
Conduct skills inventory (Required to assist with skill matching and to define development needs. Not required for retirement planning.)	Julie's career counselor works with her to help her complete a skills inventory. This inventory captures her skills, education, and interests to help the Center map her skills to available jobs and/or define skill development needs.
Meet with Career Counselor and choose personal career option	<p>Julie's next meeting with the Center is to review her skills inventory and choose the options she would like to pursue. Because Julie is interested in reassignment within SFA, her career counselor works with her to review the available job openings within SFA to determine a skill and grade match. Julie expresses an interest in a role in which she has more access to SFA's customers.</p> <p>The skill matching process identifies three options that are a good match. Julie is interested in two out of the three.</p> <p>To help her prepare for the interviews, her counselor helps her with her interviewing skills and also helps her to update her resume.</p>
Interview process	Julie interviews for two jobs within SFA. Both interviews go well, but Julie's experience and interests are a better fit for one particular role.
Placement	<p>Julie is offered and accepts a role in Student Aid Awareness in the Students Channel.</p> <p>Julie is permanently reassigned to the Students Channel.</p>



Scenario B: Skill Development

Employee's (Ben's) Background:

Ben has been with SFA for 13 years. He's a GS-12 in a supervisory role in Schools and his job focus is functional requirements definition for origination and disbursement of Direct Loans.

The system for origination and disbursement of Direct Loans is scheduled to be retired and replaced with a single system that handles origination and disbursement of Direct Loans, Campus-based Loans and Pell Grants. Consequently, Ben's current position is being eliminated. Following the same process as in Scenario A, Ben's supervisor puts him in touch with his career counselor to help him manage his transition.

Career Education	Ben's career counselor conducts education on the services provided by the Center and provides Ben with options, reviewing the multiple career options and discussing the next steps. She also describes future skill/role requirements within FMS.
Skills Inventory	Ben completes a skills assessment that will more clearly define his skills, prior education, certifications, etc.
Meet with Career Counselor and chose personal career option	After discussions with this career counselor, Ben decides that he would like to pursue training and education to allow him to work with the new common origination and disbursement system and process.
Skill gap analysis	Ben's career counselor conducts a skills gap analysis to define the skills that Ben must develop to sustain a new role in common origination and disbursement. Skill gaps are shared with SFA University who will work with Ben and his career counselor to outline the training, professional development, self-study or other skill development activities that he needs for his new role.
Retraining	Ben focuses on acquiring new skills, and begins work in his new role in common origination and disbursement.



Scenario C: Retirement

Employee's (George) Background

George has been an employee of SFA for 5 years. Prior to joining SFA, he served 15 years in the federal government. He is currently a GS-13 in supervisory role in the Schools channel. His job focus is functional requirements definition for origination and disbursement of Direct Loans.

George works in the same team as Ben (Scenario B) and is among the employees being displaced by a streamlined system.

Career Education	George's career counselor conducts education on the services provided by the Center and provides him with Career options, reviewing the multiple career options and discussing the next steps.
Meet with Career Counselor and chose personal career option	George has been eligible for retirement for 9 months and is not interested in either retraining or reassignment. He is interested in retirement, but is unsure if he'll be able to live comfortably on his retirement.
Retirement planning	The Center provides education and assistance on retirement planning. Satisfied with the projections, George elects to retire and his career counselor assists him through the process.